

Taylor Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



Board Approval Date: August 20, 2018
Public Presentation Date: August 20, 2018

Mission Statement

"Taylor ISD is preparing every student to compete in a global society through a premium educational experience and strong partnerships."

Vision

"Relentless in the pursuit of educational excellence so that Taylor ISD will be the district of choice as we pursue educational excellence."

Value Statement

Our core values are relationships, innovation, passion, and excellence.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
District Processes & Programs	10
Perceptions	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.	14
Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.	19
Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.	21
Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.	23
System Safeguard Strategies	25
Title I Schoolwide Element Personnel	26
Plan Notes	27
District Leadership Team	28
District Funding Summary	29
Addendums	31

Comprehensive Needs Assessment

Needs Assessment Overview

To ensure all students receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standard and those who are not meeting those standards, the district has developed the goals and a plan of action to accomplish those goals. The district analyzed the multiple measures of data to identify strengths and opportunities for improvement. Our needs assessment focused on answering four questions:

1. Who are we? (Demographics)
2. How well do we do business? (Perceptions)
3. How are our students doing? (Student Achievement)
4. What are our procedures, methods and practices? (Effectiveness)

Demographics

Demographics Summary

The community of Taylor is located 29 miles northeast of the state's capital. Taylor ISD total enrollment 3198 students. The school district is composed of 5 traditional campuses and 1 early college campus. The district has a student population consisting of: .47% of Asian, 8.54 % African-American, 61.35% Hispanic and 26.80 % Anglo. 89.65% of the student population in Taylor ISD is in regular education, and 10.35% qualify for Special Education services. .56% of the school population is migrant students and 13.73% of the student population is English Language Learners who receive instruction in a language other than English. 63.41% of the student population are economically disadvantaged and qualify for free or reduced lunch. Hence, all the campuses in Taylor ISD qualifies as a school wide Title I campus. Title I funds as well as all other federal funds are supplemental to other funds available to the district.

With a goal of continuous improvement and student success, Taylor ISD strives to be the district of choice in Williamson County. We offer a variety of college and career readiness programs, fine arts choices, mentor opportunities, tuition based as well as free all day Pre-K enrollment, plus a variety of leadership initiatives. In addition to computer labs at every campus, the high school students are issued a MacBook Air to enhance their instructional opportunities.

Demographics Strengths

The district is home to a high performing Early College High School, a Championship Ac DEC team and a variety of extracurricular activities for students. The district's graduation rate consistently surpasses both regional and state averages. The City of Taylor has an active Chamber of Commerce who is working to develop industry partnerships between the school district and community leaders. The community also has a satellite Temple Junior College Campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase the percentage of students that are college and career ready by increasing the amount of students who enroll in a institute of higher learning or earn an industry certificate. **Root Cause:** As of the 2015-2016 school year, Taylor ISD had a 99% graduation rate. However of those that graduated, 35% were considered college/career ready. According to the Texas Education Higher Education sources, 43% of those graduates were enrolled in an institute of higher learning.

Student Academic Achievement

Student Academic Achievement Summary

		TAYLOR ISD		
		All students' percent passing, 2015-2018		
STAAR percent passed			Approaches GL	
	Taylor 2015	Taylor 2016	Taylor 2017	Taylor 2018
3rd Grade				
reading - All	72%	64%	69%	67%
Reading- English	78%	67%	69%	68%
Reading -Spanish	no testers	23%	<5	17%
Reading - Accommodated	11%	no testers		
math -All	73%	64%	70%	65%
Math - English	81%	65%	70%	65%
Math - Spanish	no testers	29%	<5	<5
Math - accommodated	0%	no testers		
Math - L	31%	no testers		
4th Grade				
Reading - All	67%	73%	63%	71%
Reading - English	72%	73%	64%	71%
Reading - spanish	<5	no testers	<5	no testers
Reading- Accommodated	13%	no testers		
Math - All	71%	72%	68%	79%
Math - English	75%	72%	68%	79%
Math - Spanish	<5	no testers	<5	no testers
Math - Accommodated	0%	no testers		
Math - L				
Writing - All	64%	56%	41%	59%
Writing - English	69%	56%	41%	59%

Writing - Spanish	<5	no testers	<5	no testers
Writing - Accommodated	6%	no testers		
**5th Grade				
*Reading - All	80%	78%	75%	74%
Reading - English	85%	78%	75%	74%
reading- spanish	no testers	no testers	no testers	no testers
reading- accommodated	32%	no testers		
*Math - All	70%	89%	87%	86%
Math - English	74%	89%	87%	86%
Math - Spanish	no testers	no testers	no testers	no testers
Math - accommodated	17%	no testers		
Math - L	<5	<5		
Science - All	59%	68%	59%	64%
Science - English	63%	69%	59%	64%
Science - Spanish	no testers	no testers	no testers	no testers
Science - accommodated	12%	no testers		
Science - L		<5		
* 5th cumulative 1st and 2nd administrations for reading & math				

	TAYLOR ISD			
All students' percent passing, 2015-2018				
STAAR percent passed - Level II			Approaches GL	
	Taylor 2015	Taylor 2016	Taylor 2017	Taylor 2018
6th grade				
Reading - All	70%	60%	66%	56%

Reading	72%	64%		
Reading - Accommodated	10%	11%		
Math - All	75%	76%	77%	55%
Math	77%	80%		
Math - Accommodated	33%	24%		
Math - L	<5	no testers		
7th grade				
Reading - All	71%	64%	61%	65%
Reading	76%	66%		
Reading - Accommodated	0%	30%		
Math - All	69%	67%	58%	66%
Math	75%	69%		
Math - Accommodated	0%	17%		
Math - L	<5	<5		
Writing - All	62%	59%	62%	54%
Writing	65%	62%		
Writing- Accommodated	0%	0%		
**8th grade				
Reading - All	81%	81%	83%	80%
Reading	85%	87%		
Reading - Accommodated	21%	8%		
Math - All	70%	81%	91%	69%
Math	77%	90%		
Math - Accommodated	0%	6%		
Math - L	<5	<5		
Science - All	60%	66%	64%	63%
Science	64%	70%		
Science - L		<5		
Science - Accommodated	0%	0%		
Social Studies - All	52%	57%	54%	40%
Social Studies	55%	61%		
Social Studies - L	<5	<5		
Soc. Stu. Accommodated	0%	0%		

**8th cumulative 1st and 2nd administrations for reading and math				

Reviewing the historical data, our scores have stayed fairly consistent. This year's data reflects increases in mathematics but minimal progress with reading and writing. The data also indicates that our target populations who consistently struggle our SPED and EL students especially in reading and writing district wide.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to increase utilization of targeted intervention strategies for SPED and EL students. **Root Cause:** Teachers do not have the expertise in serving these groups of students.

District Processes & Programs

District Processes & Programs Summary

Taylor ISD is striving to improve student performance through instructional coaches, addition of interventionists, and technology integration into the academics. Throughout the campuses there is a college and career readiness emphasis. Teachers and administrators have been in the process of developing to create lessons using a backward design model.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. **Root Cause:** The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.

Perceptions

Perceptions Summary

On online survey was sent out to all stakeholders involved with district. The district received over 500 responses and were generally very positive. Teachers, for the most part, like working at their campus, respect district leadership abilities, and perceive a positive campus/district culture. Parents and community respondents input found that they were pleased with the educational offerings and opportunities available to the students.

Perceptions Strengths

The district hosts an Ambassador's group each year. This group of individuals is given tours all of the campuses and presentations by a variety of staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need greater participation and input across all ethnicities. **Root Cause:** All surveys were sent electronically. Some parents didn't have access to the electronic survey or couldn't access it with the technology that was available to them.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.



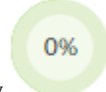

Performance Objective 1: Taylor ISD will close gaps with differentiated Tier I instruction, Tier II and Tier III interventions by implementing Professional Learning Communities and targeted Staff Development at all levels in order to meet or exceed STAAR state averages in all tested subjects.

Evaluation Data Source(s) 1: CBA/Benchmark Data, STAAR/EOC Data, T-Tess Data, Instructional Walk-Throughs, PLC data meetings

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Equity Plan Strategy</p> <p>1) All campuses will have staff attend the PLC conference so that can become teacher leaders to help facilitate the PLC process.</p>	2.4, 2.5, 2.6	Principal Instructional Coaches	Increase Student Achievement Improve Teacher Effectiveness				
<p>Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00</p>							
<p>System Safeguard Strategy</p> <p>2) K-8 teachers will be provided with writing training in expository and narrative forms.</p>	2.4, 2.6	Principals Instructional Coaches Chief Academic Officer Director of Federal Program	Implementation of a District Wide instructional Practice Increase STAAR Writing Scores for all students				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00</p>							

<p>System Safeguard Strategy</p> <p>3) Provide training for all K-3 teachers on a systematic and explicit phonics program.</p>	2.4, 2.6	Principals Instructional Coaches Chief Academic Officer Director of Federal Program	Increase the number of students who are reading on grade level by the end of 3rd grade.				
Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00							
<p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>4) K-8 will use AimsWeb Plus as their individual screener in Math and 3-8 will use the screener for Reading as well.</p>	2.4, 2.5, 2.6	Chief Academic Officer Principals Instructional Coaches	Provide intervention to students in order to close achievement gaps.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the percentage of students that are college and career ready by increasing the amount of students who enroll in a institute of higher learning or earn an industry certificate. Root Cause 1: As of the 2015-2016 school year, Taylor ISD had a 99% graduation rate. However of those that graduated, 35% were considered college/career ready. According to the Texas Education Higher Education sources, 43% of those graduates were enrolled in an institute of higher learning.
Student Academic Achievement
Problem Statement 1: We need to increase utilization of targeted intervention strategies for SPED and EL students. Root Cause 1: Teachers do not have the expertise in serving these groups of students.
School Processes & Programs
Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. Root Cause 1: The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

Performance Objective 2: Taylor ISD will provide high qualified instructional interventionist at each Elementary Campus in order to address the needs of students who are struggling and at risk of not meeting state standards.

Evaluation Data Source(s) 2: Progress Logs on students progress, Benchmark Data, STAAR Data, Universal Screener Data

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review the RtI Process at the campus levels.	2.4, 2.5, 2.6	Chief Academic Officer Director Federal Programs Principals	Increase the effectiveness of the process to ensure that students are receiving the support that they need to meet state standards.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							
System Safeguard Strategy 2) Provide training for staff on students who struggle academically and/or have learning disabilities.	2.4, 2.5, 2.6	Principals Instructional Coaches	Increase student achievement with our students who are in 504 or Special Education.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: We need to increase utilization of targeted intervention strategies for SPED and EL students. Root Cause 1: Teachers do not have the expertise in serving these groups of students.
School Processes & Programs

Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. **Root Cause 1:** The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

Performance Objective 3: Taylor ISD will provide a High Quality Pre-Kindergarten Program in accordance with Rider 78.

Evaluation Data Source(s) 3: Universal Screener data for students and disaggregated by subgroups.

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will partner with Head Start to provide the elements that are required for Pre-K.	2.4, 2.6	Superintendent THJ Principal Instructional Coach	To increase academic achievement				

Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.

Performance Objective 1: Taylor ISD will recruit, support, retain, and develop staff in order to increase student achievement in all subject areas to meet or exceed state averages in all tested areas.

Evaluation Data Source(s) 1: STAAR Data,
Local Benchmarks

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Equity Plan Strategy 1) Instructional Coaches will be added to each campus in order to support the districts Instructional Framework.	2.4, 2.5, 2.6	Chief Academic Officer	Improve Instruction				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 State Compensatory Education - 0.00							
System Safeguard Strategy Equity Plan Strategy 2) New Employee Induction and Mentoring Program	2.4, 2.5	Chief Academic Officer	To provide support to new teachers during their first year in the district in order to retain them the next year and increase effectiveness in the classroom.				
Problem Statements: School Processes & Programs 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00							
3) Provide Staff Development that specifically addresses district identified instructional and behavioral needs.	2.4, 2.5, 2.6	Chief Academic Officer Campus Principals Instructional Coaches.	Enhance and improve our teaching staff's skills to better meet the needs of our students.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00							
Equity Plan Strategy 4) Math, Science and Bilingual Teachers will be paid additional stipend.	2.4, 2.6	Deputy Superintendent	Recruit and Retain High Quality Teachers in the designated high need areas.				
Problem Statements: School Processes & Programs 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00							

Equity Plan Strategy 5) Increase professional development in the uses of educational technology	2.4, 2.5, 2.6	Principals Instructional Technology Specialist	Improve student achievement by providing students with more tools to learn.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 General Funds - 0.00						
6) Provide training for administrators on building effective instructional leadership support rigorous learning for all students.	2.4, 2.5, 2.6	Chief Academic Officer	Improved Student Performance				
	Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00						
7) Instructional Audit of our Bilingual and EL program	2.4, 2.5, 2.6	Chief Academic Officer Director of Federal Programs District EL Coordinator	Increase student achievement for our EL students				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 263 Title III English Language Acquisition - 0.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the percentage of students that are college and career ready by increasing the amount of students who enroll in a institute of higher learning or earn an industry certificate. Root Cause 1: As of the 2015-2016 school year, Taylor ISD had a 99% graduation rate. However of those that graduated, 35% were considered college/career ready. According to the Texas Education Higher Education sources, 43% of those graduates were enrolled in an institute of higher learning.
Student Academic Achievement
Problem Statement 1: We need to increase utilization of targeted intervention strategies for SPED and EL students. Root Cause 1: Teachers do not have the expertise in serving these groups of students.
School Processes & Programs
Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. Root Cause 1: The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.


Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.





Performance Objective 1: Increase Student Progress in becoming College, Career, and Military Readiness by 10% and at least 5 students earning an industry certificate.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Early College High School established as its own campus	2.4, 2.5, 2.6	High School Principal Secondary Counselors	Increase post-secondary readiness opportunities.				
	Problem Statements: Demographics 1 Funding Sources: 199 State High School Education Allotment - 0.00, 199 State Compensatory Education - 0.00						
2) Develop and Define Career and Technology Pathway Clusters at Taylor Middle School and Taylor High School.	2.4, 2.5, 2.6	Secondary Principals Career and Technology Director	Additional Students in CTE classes Increase in the number of Industry Certifications Increase in the CCMR measure				
	Funding Sources: 199 State Career and Technical Education - 0.00, 244 Carl Perkins Grant - 0.00						
3) Develop College and Career Readiness Programs on all campuses to support access to college and career pathways, through information, awareness, course selection and a counseling program for all students.	2.5, 2.6	CTE Director Campus Principals Campus Counselors	Increase awareness of post secondary opportunities for all students				
	Problem Statements: Demographics 1 Funding Sources: 199 State Career and Technical Education - 0.00, 244 Carl Perkins Grant - 0.00, 211 Title 1 Part A - 0.00						
4) Transitions Plans for Pre-K to Kindergarten, Elementary to Middle School, and Middle School to High School.		Campus Administrators	To support the students as they transition from campus to campus due to stacked school arrangement. Minimize the transition effects to the students.				

5) Provide specific staff development to Career and Technical Educators	2.4, 2.5, 2.6	Secondary Principals Director of Career and Technical Education	Increase the expertise of the teachers instructing CTE Courses.				
	Problem Statements: Demographics 1 Funding Sources: 244 Carl Perkins Grant - 0.00						
System Safeguard Strategy 6) Develop a Career and Technical Exploration Program for Elementary Students	2.6, 3.2	Director of Career and Technical Education Elementary Principals	Increase awareness of the 16 Career and Industry Clusters available for students.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 Title 1 Part A - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Increase the percentage of students that are college and career ready by increasing the amount of students who enroll in a institute of higher learning or earn an industry certificate. Root Cause 1: As of the 2015-2016 school year, Taylor ISD had a 99% graduation rate. However of those that graduated, 35% were considered college/career ready. According to the Texas Education Higher Education sources, 43% of those graduates were enrolled in an institute of higher learning.</p>
School Processes & Programs
<p>Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. Root Cause 1: The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.</p>

Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.

Performance Objective 1: This district will implement at least 4 of the Critical Success Factors in order to meet or exceed STAAR State testing in all core areas during the 2018-2019 school year.

Evaluation Data Source(s) 1: STAAR Data, Campus-Based Assessments, Attendance Data, Family and Community Engagement Surveys

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Equity Plan Strategy 1) Improve the use of quality data to drive instruction through the PLC process.</p>	2.4, 2.5, 2.6	Campus Principals Chief Academic Officer	Increase Student Achievement Improve Teacher Effectiveness				
<p>Problem Statements: School Processes & Programs 1 Funding Sources: 255 Title II Supporting Effective Instruction - 0.00</p>							
<p>System Safeguard Strategy 2) Increase the learning time by evaluating campuses master schedules.</p>	2.4, 2.5, 2.6	Campus Principals Deputy Superintendent Chief Academic Officer	Increase Student Achievement by allowing more direct instructional time				
<p>Funding Sources: 199 General Funds - 0.00</p>							
<p>Equity Plan Strategy 3) Improve and Cultivate a District Culture that will help to recruit, support, and retain teachers.</p>	2.4, 2.5, 2.6	Superintendent Deputy Superintendent Chief Academic Officer Director of Federal Programs	Provide a sustainable culture that will increase the percentage of staff staying with the district longer than five years.				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Increase Family and Community Engagement activities by offering a variety of opportunities for parents to be a part of their child's school.</p> <p>A particular focus will be on maintaining parental involvement as students move into the secondary schools.</p>	3.1, 3.2	Director of Federal Programs Community Liaison Family Engagement Specialist	Provide more opportunities for parents and community members to be involved in the educational process.				
	<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 Title 1 Part A - 0.00, 263 Title III English Language Acquisition - 0.00, 199 General Funds - 0.00</p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: We need to increase utilization of targeted intervention strategies for SPED and EL students. Root Cause 1: Teachers do not have the expertise in serving these groups of students.
School Processes & Programs
Problem Statement 1: Taylor ISD can improve student performance through communication in the following areas: Vertical alignment of curriculum, ESL and SPED strategies, Discipline Procedures, and the RtI Process. Root Cause 1: The stacked arrangement of the campuses acts as a barrier to communication to the campuses. Every campus has different processes and procedures and as students transfer from campus to campus problems can occur.
Perceptions
Problem Statement 1: We need greater participation and input across all ethnicities. Root Cause 1: All surveys were sent electronically. Some parents didn't have access to the electronic survey or couldn't access it with the technology that was available to them.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	All campuses will have staff attend the PLC conference so that can become teacher leaders to help facilitate the PLC process.
1	1	2	K-8 teachers will be provided with writing training in expository and narrative forms.
1	1	3	Provide training for all K-3 teachers on a systematic and explicit phonics program.
1	2	2	Provide training for staff on students who struggle academically and/or have learning disabilities.
2	1	1	Instructional Coaches will be added to each campus in order to support the districts Instructional Framework.
2	1	2	New Employee Induction and Mentoring Program
3	1	1	Early College High School established as its own campus
3	1	6	Develop a Career and Technical Exploration Program for Elementary Students
4	1	1	Improve the use of quality data to drive instruction through the PLC process.
4	1	2	Increase the learning time by evaluating campuses master schedules.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cathy Bollinger	Intervention	Title 1	1
Cindy Terrazas	Intervention	Title 1	1
Elis Nevins	Instructional Assistant -NPE	Title 1	1
John Matthews	Community Liasion	Family and Community Engagement	1
Julie Snyder	Intervention	Title 1	1
Kathy Brown	Intervention	Title 1	1
Vanessa Reyna	Intervention	Title 1	1
Yessnia DeGadillo	Instructional Assistant	Title III	1

Plan Notes

August 7, 2018

Jennifer Patschke

Keith Brown

Rodney Fausett

Dr. George Wiley

We reviewed the DIP goals and strategies for 2018-2019. The plan will be presented to the board on August 20th. Due to the recent STAAR scores, additional district/campus needs were discussed. The Chief Academic officer is proposing that we re-direct some of our Title 1 funding to pay for after school tutorials as well as increase the number of gradelevels allowed to attend summer schools. The team also reviewed the responsibilities of staff on the Texas Mandates.

District Leadership Team

Committee Role	Name	Position
Administrator	Keith Brown	Superintendent
Administrator	Rodney Fausett	Deputy Superintendent
Administrator	Dr. George Willey	Chief Academic Officer
Administrator	Jennifer Patschke	Director of Federal Programs

District Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
199 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
199 State High School Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
211 Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Conference		\$0.00
1	1	2	Material		\$0.00
1	1	3			\$0.00

1	2	2			\$0.00
3	1	3			\$0.00
3	1	6	Curriculum and Materials		\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
244 Carl Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	3			\$0.00
3	1	5	Staff Development		\$0.00
Sub-Total					\$0.00
255 Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Consultation		\$0.00
1	1	3			\$0.00
1	2	2			\$0.00
2	1	2			\$0.00
2	1	3	Staff Development and Materials		\$0.00
2	1	4			\$0.00
2	1	6	Training		\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
263 Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Instructional Audit		\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00

	Grand Total \$0.00
--	---------------------------

Addendums

APPENDIX

Taylor Independent School District

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC

<ul style="list-style-type: none"> Recidivism rates 			
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Superintendent	Local Board Policy
5. Dropout Prevention	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		504 Special Programs Director	504 Handbook

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Career and Technical Education Director Chief Academic Officer Secondary Principals Secondary Counselors</p>	<p>CTE Handbook Counselors Office</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	<p>ESSA Statutes</p>	<p>Deputy Superintendent of Principals Chief Academic Officers Principals</p>	<p>Attending Job Fairs Retention Rate Campus Climate Surveys</p>
<p>11. Sexual Abuse and Maltreatment of Children</p>	<p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p>	<p>Campus Principals</p>	<p>Staff Handbook CPS website</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: 	<p>Health and Safety Code, Ch. 161, Subchapter O-1,</p>	<p>Deputy Superintendent</p>	<p>Partnership with St. David's and Bluebonnet Trails</p>

<ul style="list-style-type: none"> o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Principals</p> <p>Counselors</p> <p>Social Workers</p>	
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Deputy Superintendent</p> <p>Campus Principals</p>	<p>Student Code of Conduct</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p> <p>Director of Instructional Technology</p>	<p>TEAMS</p> <p>District Servers</p>

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Taylor ISD
Region: Region 13 ESC, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

Filled Out By: Chris Wineland
Date: August, 2018

School Year: 2018- 2019

<p><u>Goal(s):</u></p> <p>To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.</p>
--	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Every month, beginning in September	Region 13 ESC Migrant Staff	PFS Reports/email PFS Reporting Form
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	At the beginning of every school year	Region 13 ESC Migrant Staff SSA District Contact	PFS Action Plan District Improvement Plan Attachment
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	At the beginning of the school year and as needed	Region 13 ESC Migrant Staff	E-campus Files SSA Meeting Agenda PFS Action Plan
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing, as needed	Region 13 ESC Migrant Staff SSA District Contact	PFS Criteria Home visit/parent communications
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing, as needed	Region 13 ESC Migrant Staff	PFS Student Progress Report Home visit/parent communications
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing, as needed	Region 13 ESC Migrant Staff	ESSA Supplement vs Supplant criteria
Additional Activities			
<ul style="list-style-type: none"> 			

Chris Wineband
LEA Signature

08/20/2018
Date Completed

[Signature]
ESC Signature

08/20/2018
Date Received